



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Gorham Middle School

SAU: Gorham School Department

## Contents of the Report

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# 2010-2011 NCLB Report Card



**School:** Gorham Middle School  
**SAU:** Gorham School Department  
**Grade:** 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	195	194	99	81	81	71	14	67	18	1	192	2
	2009-2010	196	194	99	74	74	68	10	63	22	4	192	2
Female	2008-2009	105	104	99	86	85	76	20	65	13	1		
	2009-2010	90	89	99	76	76	74	15	62	22	1		
Male	2008-2009	90	90	100	77	77	66	8	69	22	1		
	2009-2010	106	105	99	71	71	63	7	65	22	7		
Caucasian/White	2008-2009	187	186	99	82	82	71	15	67	17	1		
	2009-2010	187	185	99	74	74	69	11	63	22	4		
African American/Black	2008-2009	4	4	100			51						
	2009-2010	5	5	100			47						
Hispanic	2008-2009	3	3	100			60						
	2009-2010	0	0				62						
Asian or Pacific Islander	2008-2009	1	1	100			74						
	2009-2010	3	3	100			70						
American Indian or Native Alaskan	2008-2009	0	0				54						
	2009-2010	1	1	100			56						
Economically Disadvantaged	2008-2009	42	41	98	73	73	58	2	71	24	2		
	2009-2010	46	46	100	54	54	56	2	52	39	7		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	30	30	100	37	35	33	3	33	57	7		
	2009-2010	33	33	100	39	39	29	0	39	48	12		
Limited English Proficient	2008-2009	0	0				45						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Gorham Middle School  
**SAU:** Gorham School Department  
**Grade:** 07



MAINE  
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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	237	231	97	87	87	78	26	60	11	3	227	4
	2009-2010	196	193	98	73	73	69	10	63	24	3	191	2
Female	2008-2009	113	113	100	93	93	84	31	62	7	0		
	2009-2010	107	105	98	81	81	76	13	68	17	2		
Male	2008-2009	124	118	95	81	81	73	22	58	14	5		
	2009-2010	89	88	99	64	64	62	7	57	33	3		
Caucasian/White	2008-2009	234	228	97	87	87	79	26	61	11	2		
	2009-2010	189	187	99	74	74	69	11	63	24	3		
African American/Black	2008-2009	1	1	100			60						
	2009-2010	5	4	80			53						
Hispanic	2008-2009	1	1	100			69						
	2009-2010	1	1	100			60						
Asian or Pacific Islander	2008-2009	1	1	100			83						
	2009-2010	1	1	100			77						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	46	45	98	71	71	67	7	64	27	2		
	2009-2010	42	40	95	63	63	57	5	58	28	10		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	31	30	97	43	43	39	3	40	43	13		
	2009-2010	32	32	100	31	31	28	0	31	56	13		
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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# 2010-2011 NCLB Report Card



**School:** Gorham Middle School  
**SAU:** Gorham School Department  
**Grade:** 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	222	220	99	78	78	71	26	52	17	5	219	1
	2009-2010	230	229	100	72	72	68	19	52	23	5	225	4
Female	2008-2009	111	110	99	85	85	77	29	55	11	5		
	2009-2010	110	110	100	77	77	76	29	48	19	4		
Male	2008-2009	111	110	99	71	71	66	23	48	23	6		
	2009-2010	120	119	99	66	66	61	10	56	27	7		
Caucasian/White	2008-2009	217	215	99	78	78	72	26	52	17	5		
	2009-2010	226	225	100	72	72	69	20	52	24	4		
African American/Black	2008-2009	2	2	100			51						
	2009-2010	2	2	100			50						
Hispanic	2008-2009	0	0				66						
	2009-2010	1	1	100			57						
Asian or Pacific Islander	2008-2009	3	3	100			71						
	2009-2010	1	1	100			76						
American Indian or Native Alaskan	2008-2009	0	0				56						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	43	43	100	56	56	56	12	44	30	14		
	2009-2010	45	44	98	52	52	56	5	48	36	11		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	34	34	100	18	18	29	0	18	50	32		
	2009-2010	30	29	97	17	17	26	3	14	62	21		
Limited English Proficient	2008-2009	0	0				41						
	2009-2010	1	1	100			43						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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# 2010-2011 NCLB Report Card



**School:** Gorham Middle School  
**SAU:** Gorham School Department  
**Grade:** 06



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DEPARTMENT OF EDUCATION

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	195	194	99	64	64	54	18	47	24	11	192	2
	2009-2010	196	194	99	68	68	63	22	45	20	12	193	1
Female	2008-2009	105	104	99	63	63	52	12	52	27	10		
	2009-2010	90	90	100	64	64	62	14	50	26	10		
Male	2008-2009	90	90	100	66	66	56	24	41	21	13		
	2009-2010	106	104	98	70	70	63	29	41	15	14		
Caucasian/White	2008-2009	187	186	99	65	65	55	18	47	24	11		
	2009-2010	187	185	99	68	68	64	22	45	19	13		
African American/Black	2008-2009	4	4	100			31						
	2009-2010	5	5	100			40						
Hispanic	2008-2009	3	3	100			37						
	2009-2010	0	0				49						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	3	3	100			68						
American Indian or Native Alaskan	2008-2009	0	0				34						
	2009-2010	1	1	100			50						
Economically Disadvantaged	2008-2009	42	41	98	46	46	40	7	39	32	22		
	2009-2010	46	46	100	48	48	49	7	41	24	28		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	30	30	100	23	23	26	10	13	37	40		
	2009-2010	33	32	97	31	31	29	9	22	28	41		
Limited English Proficient	2008-2009	0	0				30						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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# 2010-2011 NCLB Report Card



**School:** Gorham Middle School  
**SAU:** Gorham School Department  
**Grade:** 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	237	231	97	74	74	57	19	55	19	7	227	4
	2009-2010	196	195	99	67	67	60	25	42	18	14	193	2
Female	2008-2009	113	113	100	73	73	59	17	57	21	5		
	2009-2010	107	107	100	64	64	59	18	46	22	14		
Male	2008-2009	124	118	95	74	74	56	20	53	18	8		
	2009-2010	89	88	99	72	72	61	34	38	14	15		
Caucasian/White	2008-2009	234	228	97	74	74	58	19	55	19	7		
	2009-2010	189	188	99	68	68	61	26	43	19	13		
African American/Black	2008-2009	1	1	100			32						
	2009-2010	5	5	100			35						
Hispanic	2008-2009	1	1	100			47						
	2009-2010	1	1	100			42						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	1	1	100			72						
American Indian or Native Alaskan	2008-2009	0	0				39						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009	46	45	98	67	67	42	9	58	24	9		
	2009-2010	42	41	98	44	44	46	7	37	20	37		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	31	30	97	40	40	23	3	37	33	27		
	2009-2010	32	32	100	19	19	25	6	13	31	50		
Limited English Proficient	2008-2009	0	0				27						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Gorham Middle School  
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**Grade:** 08



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	222	220	99	64	64	52	22	41	20	16	219	1
	2009-2010	230	229	100	71	71	60	15	55	17	12	225	4
Female	2008-2009	111	110	99	64	64	54	18	45	22	15		
	2009-2010	110	110	100	68	68	60	11	57	19	13		
Male	2008-2009	111	110	99	64	64	51	26	37	19	17		
	2009-2010	120	119	99	73	73	59	19	54	15	12		
Caucasian/White	2008-2009	217	215	99	64	64	53	22	42	20	15		
	2009-2010	226	225	100	71	71	60	16	55	17	12		
African American/Black	2008-2009	2	2	100			31						
	2009-2010	2	2	100			34						
Hispanic	2008-2009	0	0				40						
	2009-2010	1	1	100			48						
Asian or Pacific Islander	2008-2009	3	3	100			60						
	2009-2010	1	1	100			68						
American Indian or Native Alaskan	2008-2009	0	0				37						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009	43	43	100	35	35	36	7	28	33	33		
	2009-2010	45	44	98	59	59	45	5	55	25	16		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	34	34	100	9	9	18	0	9	32	59		
	2009-2010	30	29	97	41	41	21	7	34	17	41		
Limited English Proficient	2008-2009	0	0				26						
	2009-2010	1	1	100			29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Gorham Middle School
<b>SAU:</b>	Gorham School Department
<b>Grade:</b>	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99 99	99 99	73	75 73	71 69	100	99 100	99 99	70	70 69	63 61	96	96	95
Caucasian/White	99	99 99	99 99	73	75 74	71 69	100	99 100	99 99	70	70 69	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	98	98 98	99 99	61	52 60	60 56	99	98 99	99 99	52	52 51	50 47			
Students with Disabilities	99	95 99	97 98	25	34 29	36 28	98	96 98	97 98	29	32 30	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.




**Part I: Professional Qualifications**

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	9	27	10	0	4	0

**Part II: Emergency/Conditional Certification**

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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**Part III: Classes NOT Taught by Highly Qualified Teachers**

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	3.29

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>